**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 2nd grade** | | | **Date(s)**:  Task 2 : Lesson 6 (prior to assessment Task 2 assessment) |
| **Unit Title:**  Understand Place Value (Hundreds, Tens, and Ones) | | | | **Corresponding Unit Task:** Using the total number of each item in the school store inventory, represent each number multiple ways. Use base-ten blocks, place, and number words. | | |
| **Essential Question(s**): How do I compose numbers up to 1000? How do you know the value of a number? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher**: white paper, projector, activity sheet | | **Student:** 9.5 x 12 white paper | | | **Hundreds tens ones value worth place digit total**  **represent decompose standard** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2.NBT.1** *Understand that the 3-digits of a 3-digit number represent the amound of hundreds, tens, and ones.*  **2.NBT.3** *Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: Expanded form will be taught in Unit 3.)* | | | | | |
| **I Can Statement(s):** I can use number names to read and write numbers to 1000. I can use base numerals to read and write numbers to 1000. I can identify the places that a three digit number holds. I can identify a variety of ways to represent the same number. | | | | | |
| **Activating Strategy/Hook:** We have learned a variety of ways to represent numbers. Take the number 483 and write every way you can think, with your partner, to represent the number. Teacher gives students five to seven minutes to list various ways. After the time limit, students share ways that they have come up with and teacher has students come up to model. | | | | | |
| **Teacher Directed**: Using the overhead, the teacher will fold a paper into fouths (foldable). She will label each section. The first section will be the number in standard form, the second section will be base ten blocks, the third section will be how many hundreds, tens, and/or ones, and the final section will be the number word.  Example:   |  |  | | --- | --- | | **Number** | **Base Ten Blocks** | | **Hundreds, Tens, and Ones** | **Word Form** | | | | | | |
| The teacher will choose a number and model/complete the four sections and discuss if any section could have more than one answer.  **Guided Practice:** Teacher gives students 9.5 x 12 paper and they divide their sheets into sections as shown. Teachers provides two new numbers (one for the front of the boxed sheet and one for the back) and students work independently on their own to complete all four sections on each side. Teacher will circulate to informally observe and assess. | | | | | |
| **Independent Practice:** Students are given a Number Representation Sheet (see below) to complete with a partner or on their own (teacher discretion). Teacher will supply different numbers for the rows or students could come up with their own numbers. | | | | | |
| **Closing/Summarizing Strategy:** Teacher will review activity sheet and students can share answers with the group. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Students can choose numbers that are in the thousands to write in four ways. | | | Teacher can have students work in peer tutor pairs to only write two-digit number representations. | | | Students can practice using key vocabulary when explaining how they represented their number. |
| **Assessment(s):** Teacher reviews the activity page and further prepares for the upcoming Task 2 assessment. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

Number Representation

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| Base Ten | Place Value | Number  23 | Number Words  Twenty-Three |
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